

1982

Stereotypes of the Native American in fiction books in elementary school libraries

Karma Anderson
University of Northern Iowa

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Stereotypes of the Native American in fiction books in elementary school libraries

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Abstract

This study proposed to investigate the kinds of Native American materials which were found in elementary school library media centers in Iowa Education Agency Seven (AEA 7). A questionnaire was prepared with seventeen recommended titles and fifteen presently criticized titles on which media specialists in AEA 7 were to indicate availability in their media centers. The hypothesis to be tested was: Given a list of books containing both recommended and presently criticized titles, 75 percent of school library specialists in AEA 7 will indicate that there are more recommended titles than presently criticized titles on Native Americans in their fiction collections.

The hypothesis was accepted on the basis of the analysis of data. Twenty (90.9 percent) of the twenty-two media specialists in the sample population had more recommended books than presently criticized ones.

Altogether, the media specialists indicated holding a total of 115 copies of books on the list of 32. Of these, ninety-four (81.7 percent) were positively reviewed while twenty-one (18.3 percent) were presently criticized.

STEREOTYPES OF THE NATIVE AMERICAN IN FICTION
BOOKS IN ELEMENTARY SCHOOL LIBRARIES

A Research Paper

Presented to the

Faculty of the Library Science Department

Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Karma Anderson

July 14, 1982

Read and approved by

W. Duane Johnson

Mary Lou McGrew

Accepted by Department

Elizabeth Martin

Date

July 19, 1982

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Karma Anderson

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CHAPTER ONE

Introduction

Native Americans have been concerned over the past decade about the way they are portrayed in library materials. They fear that the Native American's image has been damaged by the presence of stereotypical materials in school library media centers.

Why should the school library media specialist be concerned about this trend? Are there materials which are nonstereotypical and present a positive image of Native Americans currently available in school library media centers? Are older stereotypical materials being reevaluated in fiction collections?

The United States is made up of people from varying ethnic and cultural backgrounds. The Native Americans were the original inhabitants of what eventually became the political unit known as the United States. European settlers came first from Spain, England, Holland, and France. Blacks arrived next, brought to the American colonies to serve as slaves. Later, immigrants came from all areas of the world to settle in the United States. Probably few other countries in the world have so many different ethnic groups and cultures contained within their boundaries as does the United States.

It is from this background that the movement for multicultural/multiethnic education developed. Multicultural/multiethnic education can be defined as education related to the many cultural and ethnic groups found in society. The aim of such education is to help students acquire knowledge about a broad range of cultural and ethnic groups and develop

the skills, attitudes, and abilities needed to relate to, and function in, the different cultural and ethnic environments.¹

Since culture is the root word of "multicultural," a working definition of this word is necessary. Culture consists of the behavior patterns, symbols, institutions, values, and other human-made components of society. It is the unique achievement of a human group which distinguishes it from other groups.² Some examples of cultures in the United States are the youth culture, the Appalachian culture, and the Southern culture.

Within the concept of multiethnic education lies the word "ethnic."

Ethnic is the root word of multiethnic education. An ethnic group is a group which has an ancestral tradition and whose members share a sense of peoplehood. . . . It is an involuntary group which shares a heritage, kinship ties, a sense of identification, political and economic interests, and cultural and linguistic characteristics.³

Two examples of ethnic groups are the Navajo Indians and the Chinese in the United States.

In Iowa, both the State Legislature and the State Board of Public Instruction have shown concern that the curriculum in the schools reflect the multicultural diversity found in Iowa and the United States. The Iowa Code states in part:

¹ James A. Banks, Multiethnic/Multicultural Teacher Education: Conceptual, Historical, and Ideological Issues (U.S. Educational Resources Information Center, ERIC Document ED 175 278, 1979).

² Ibid., p. 2.

³ Ibid., p. 5.

257.25 The following areas shall be taught in grades one through six: Social Studies . . . shall be taught with attention given to the role in history played by all persons, and a positive effort shall be made to reflect the achievements of women, minorities, and any others, who in the past may have been overlooked by reason of race, religion, physical disability or ethnic background.⁴

The Iowa State Board of Public Instruction has adopted goals for multicultural education.

That every school district implement at all grade levels (K-12), suitable curricular content dealing with the contributions and culture of minority groups. The goal of this curriculum should be to help students acquire a realistic basis for understanding the culture and life styles of people of different races, ethnic groups, and socio-economic status. . . .⁵

The school library media center provides materials for classroom teachers and the school library media specialist works with teachers in planning curriculum. In order to follow the previously stated guidelines, the school library media specialist must provide materials which allow students to acquire knowledge about different cultural and ethnic groups. Native Americans are composed of many ethnic groups which should then be represented in the materials collection in the school library media center.

Fiction provided for school pupils should be honest and unbiased in nature. This means that the materials must be examined for stereotypes. Stereotypes present an "untruth or oversimplification about the traits

⁴ Multicultural Nonsexist Guidelines for Iowa Schools (Des Moines: Iowa State Department of Public Instruction, 1975).

⁵ Ibid.

and behaviors common to an entire people."⁶ They do not allow students to acquire a "realistic basis for understanding" of cultural and ethnic groups as outlined by the Iowa State Department of Public Instruction. Common stereotypes of the Native American include: the Native American always wears feathers or head-dresses; they carry tomahawks and scalp people; they live in tipis; the women usually have babies on their backs; the men are fierce and violent; they lurk behind trees; they spend much time dancing on one leg; and their existence is dependent on the proximity of cowboys.⁷ Stereotypes can cause problems in two areas—the development of the Native American's self concept and the acceptance of the Native American by the non-Native American.

If the Indian student is to build a good self concept, a feeling of personal worth, and a sense of his place in history, he must be given a wealth of culturally and historically accurate reading material about his own people. However, if the material selected for him to read, pictures his people as inhuman savages, as child-like people of nature, or as highly superior beings, he cannot build an accurate self concept and the material will be harmful to the Indian child who reads it.

If the non-Indian child is to develop an appreciation for the Indian culture and its contributions, and is to learn to accept his Indian neighbors as friends and equals, then the books he reads must be culturally and historically accurate.⁸

⁶ Stereotypes, Distortions and Omissions in U.S. History Textbooks (New York: Council for Interracial Books for Children, 1977), p. 131.

⁷ Robert B. Moore and Arlene Hirschfelder, Feathers, Tomahawks, and Tipis: A Study of Stereotyped "Indian" Imagery in Children's Picture Books (New York: Council on Interracial Books for Children, 1977), p. 7.

⁸ Hap Gilliland, Indian Children's Books (Billings, Montana: Montana Council for Indian Education, 1980), p. 11.

The stereotyping of the Native American in literature is not a new phenomenon. One of the earliest American books, The Last of the Mohicans,⁹ established the noble-savage stereotype.¹⁰ The noble-savage or child of nature was uncorrupted by white society. He was physically strong and spoke grammatically correct English. The noble-savage was a paragon, a combination of many noble characteristics. Many Europeans admired this stereotypical Indian because they believed he was everything they dreamed to be--free to live in a simple, classless society which made no demands upon him.¹¹

But once the white man settled the East coast, his attitude toward the Native Americans began to undergo a change. Europeans continued to settle in the Colonies, which created a space problem. The United States became free and independent in 1783, and the boundaries of the country expanded to the Mississippi River. In 1803, the Louisiana Purchase added millions of acres of land to the United States. The settlers wanted to continue their westward movement, but there was one "barrier," the Native Americans.

The Native Americans were not willing to give up their homeland (understandably so) so white people began referring to the Native

⁹ James Fenimore Cooper, The Last of the Mohicans; a Narrative of 1757 (Cleveland: World Publishing, 1957).

¹⁰ Anna Lee Stensland, Literature By and About the American Indian (Urbana, Illinois: National Council of Teachers of English, 1979), p. 12.

¹¹ Georgia Pierce Napier, "A Study of the North American Indian Character in Twenty Selected Children's Books" (EdD dissertation, University of Arkansas, 1970), p. 10.

Americans as savages or killers to justify their actions.¹² The mostly white Christian settlers theorized that they were entitled to the Native American lands because they (the settlers) were morally superior to the "savage Indians." The Native Americans were also considered to be uncivilized because they did not live as the white people did at that time. Therefore, the white people reasoned that there was nothing wrong in taking the Native American lands for themselves.

Some of the Native Americans of the nineteenth century were also described as being shiftless or lazy. The dominant Euro-American culture, which believed strongly in the so-called Christian work ethic, could not understand the nomadic culture of the Lakota (Sioux). These Plains nations hunted bison (buffalo), which were the key to their existence.¹³ They followed the great bison herds because all of their food, shelter and clothing came from the bison. The white people could not comprehend why the Native Americans did not settle down in one place, build a permanent dwelling and practice a "real" occupation like farming.

The Problem and the Hypothesis

Iowa schools are required by law to teach the curriculum in a way which reflects the achievements of minorities and ethnic groups. The Iowa State Department of Public Instruction's guidelines for multicultural education¹⁴ require curricular content to include the contributions and cultural aspects of minority groups.

¹² Stensland, op. cit., p. 13.

¹³ Ibid., p. 14.

¹⁴ Multicultural Nonsexist Guidelines for Iowa Schools, op. cit.

How well are elementary schools currently meeting these requirements? Are elementary school library media specialists providing materials which support the goals of multicultural education? What specific materials in the fiction section are available on Native Americans? Are the materials in the fiction section recommended titles and considered accurate in their coverage? Are there titles once considered appropriate which are now criticized because reevaluation has revealed stereotyped views in them? This study proposed to investigate the kinds of materials which are found in elementary school library media centers located in Iowa Area Education Agency Seven (AEA 7).

The hypothesis to be tested is: Given a list of books containing both recommended and presently criticized titles, 75 percent of school library media specialists in elementary schools in AEA 7 will indicate that there are more recommended titles than presently criticized titles on Native Americans in their fiction collections.

Definitions and Limitations

Several definitions have already been discussed in the introductory section of this paper. The definitions of multicultural/multiethnic education, culture, ethnic, and stereotype will not be repeated here. However, additional definitions will be provided.

Native American. Those people living in the United States who trace their lineage to the original inhabitants of these lands and who consider themselves to be Native American.¹⁵ For the purpose of this study,

¹⁵ Stereotypes, Distortions and Omissions in U.S. History Textbooks, op. cit., p. 67.

the terms Native American, North American Indian, and American Indian will be used synonymously.

Nation. Applies to a specific group of Native Americans such as the Iroquois nation or the Navajo nation. Each nation was and is independent of each other.¹⁶

Area Education Agency. State legislation passed in 1974 established fifteen area education agencies in Iowa, one in each of the several merged areas in the state. (The merged areas are the community college boundaries in Iowa.) Each of the fifteen agencies is required to provide a program of educational services and programs to pupils enrolled in public and nonpublic schools located within its boundaries. The area education agency and its program of media services is designed to supplement, support, and encourage the development of, but not supplant, the media services available in the local school district.¹⁷

Area Education Agency Seven. The geographical area designated by the Iowa legislature and containing twenty-six school districts. (See Appendix A.) These school districts are contained in Black Hawk county and portions of Bremer, Buchanan, Butler, Chickasaw, Grundy, and Tama counties. AEA 7 is also the physical facility located in Cedar Falls, Iowa, which provides services and programs to the twenty-six school districts.

School library media center. For the purpose of this study, the school

¹⁶ Moore and Hirschfelder, op. cit., p. 21.

¹⁷ Larry Bartlett, ed. School Laws of Iowa (compiled from the Code of Iowa and Acts of the General Assembly) (Des Moines: State of Iowa, 1978). pp. 229-234, Chapter 273.

library media center will be defined as a room or rooms staffed by a professional and containing both print and nonprint materials for use by students and faculty members. The materials in the center should support curricular goals and objectives.

School library media specialist. The professional in charge of the school library media center who holds one of the following Iowa State Department of Public Instruction's endorsements or approvals:

- Endorsement 34--School librarian (minimum BA or equivalent hours in library science)
- Endorsement 51--Director of library services (minimum MA or equivalent in library science)
- Approval 86--Teacher librarian (minor or twenty hours in library science)

The titles in this study were limited to fiction books appropriate to grades four, five, and six. The books were further limited to those which appear in four annotated bibliographies, Native Americans in Selected Children's Media,¹⁸ Indian Children's Books,¹⁹ Books on American Indians and Eskimos,²⁰ and American Indian Literature; A Selected Bibliography for Iowa Schools.²¹ The bibliographies contain books with Native American characters, and the action occurs in the United States.

¹⁸ Marilyn Schafstall and Lillian Francois, Native Americans in Selected Children's Media (Toledo, Ohio: Toledo-Lucas County Public Library, 1978).

¹⁹ Hap Gilliland, Indian Children's Books (Billings, Montana: Montana Council for Indian Education, 1980).

²⁰ Mary Jo Lass-Woodfin, Books on American Indians and Eskimos (Chicago: American Library Association, 1978).

²¹ Gretchen Mueller Bataille, American Indian Literature; A Selected Bibliography for Iowa Schools (Des Moines: Department of Public Instruction, 1978).

Schools in AEA 7 which have full or part time elementary school library media specialists will be used for the sample population.

CHAPTER TWO

Review of Related Literature

Much has been written about the Native American's role in children's fiction. For this study the author sought information about the content analysis as a technique available for use in studying materials, and annotated bibliographies of Native American Literature.

The technique of content analysis offers an objective approach to studying materials. It usually involves a group of systematically selected materials. A list of specific categories or criteria are drawn up to use in analyzing the contents of the materials. Once this step is completed, conclusions can be drawn concerning such things as treatment of minority characters, number of major female characters in a certain type of story, or portrayal of the handicapped in literature.

Elaine Garwin conducted a content analysis of juvenile fiction depicting the Native American.²² She used books published in 1938 and 1958. Garwin's purpose was "to determine the manner in which the Native American is characterized in children's literature."²³ The study was an extension of a previous study by Dorothy Kahn, in which she analyzed juvenile fiction depicting the Native American, Jewish American, Mexican American and Chinese American in books published in 1948.²⁴

²² Elaine Garwin, "An Analysis of the Treatment of the American Indian in Juvenile Fiction," (MA thesis, University of Chicago, 1961).

²³ Ibid., p. 1.

²⁴ Dorothy Kahn, "An Analysis of the Treatment of Minority Group Characters in Juvenile Fiction," (Unpublished MA thesis, University of Chicago, 1955).

Methodology was identical in both the Garwin and Kahn studies. A compilation was made of books copyrighted and published in 1938, 1948, and 1958 that were included in Publisher's Weekly and the Bulletin of the Center for Children's Books. The studies were limited to books marked JUV (juvenile) in Publisher's Weekly and those marked grades kindergarten through ten in the Bulletin of the Center for Children's Books.

Eight general categories were used to analyze the treatment of the Native American in juvenile fiction; cultural values of the minority group; physical description (including personality) of the characters; speech; occupation; attitudes expressed by characters toward each other; role of the American Indian in the story; viewpoint expressed by the author; and dominant theme in relation to the American Indian.

Results of the studies indicated that physical and personality characteristics of the American Indian were stereotyped in slightly over one-half of the books published in 1938 and 1948, but in slightly less than one-half of the books published in 1958. The studies also stated that complete domination of the Indian by the white people was the definite theme in relation to the juvenile fiction for 1938, 1948, and 1958. And finally, the two stereotypes of the American Indian which emerged in the juvenile fiction of 1938 and 1958 were the cruel, blood-thirsty savage and the noble son of nature.

Georgia Pierce Napier conducted a content analysis of twenty children's books which contained North American Indian characters in

significant roles.²⁵ The twenty books were selected from a list of forty-seven books judged as being "superior literature" by the Association for Childhood Education International and/or by recognized authorities in the field of children's literature.

Books of realistic fiction, historical fiction, and biographical fiction were included in the study. Elements compared in each book were physical description, language, and the status of the Indian characters.

Napier concluded that the traditional stereotype of the North American Indian had not persisted in children's literature. Further conclusions by Napier indicated the physical description of the North American Indian character appeared attractive, his language was fluent and grammatical and his status was acceptable.

The major flaw in Napier's research was the use of "superior literature" for the study. The problem statement indicated that Napier wanted to compare the portrayal of the Native American in children's literature. She did not include a random selection in her comparison of books. Since the literature was chosen by the Association for Childhood Education International and other authorities in the field of children's literature, an assumption could be made that the literature should have been free of stereotypes. Non-realistic, stereotyped literature should not be recommended as good literature. Therefore, Napier's study may have only reinforced an assumption about "superior literature."

²⁵ Georgia Pierce Napier, "A Study of the North American Indian Character in Twenty Selected Children's Books" (EdD dissertation, University of Arkansas, 1970).

Although Mary Gloyne Byler's article was not a content analysis, it did describe the contents of ten Native American fiction books.²⁶ Mary Gloyne Byler is a member of the Eastern Band of the Cherokee Indians of North Carolina, and as such had the background from which to analyze the results. She felt all of the books cited depicted American Indians as stereotyped images. She also felt that the American Indians were portrayed as imaginary beings.

It is one thing to write about imaginary beings from an imaginary time and place, but American Indians are real people and deserve the dignity of being presented as such. These little books with their "charming" stories, fanciful illustrations and cute little characters put Indians in the same category with witches, ogres, giants, and baby animals.²⁷

In her conclusion, Byler called for American publishing houses, schools and libraries to review the books being offered to children. She felt that all stereotypical material on the Native American should be evaluated because of the potential harm it could cause.

Four annotated bibliographies were reviewed and used for this study. Native Americans in Selected Children's Media²⁸ dealt with the areas of the arts, folktales, biography, history, and nonfiction. The bibliography was published by the Toledo-Lucas County Public Library in Toledo, Ohio. It was supported by a memorial fund established for the purpose of furthering understanding and respect for North American Indians.²⁹

²⁶ Mary Gloyne Byler, "The Image of American Indians Projected by Non-Indian Writers," Library Journal, 99:546-549, February 15, 1974.

²⁷ Ibid., p. 547.

²⁸ Schafstall, op. cit.

²⁹ Ibid., p. 2.

The materials included were those which members of the Toledo Association for Children's Literature and children's librarians of the Toledo-Lucas County Public Library identified as portraying an accurate view and understanding of life among Native American groups throughout North America, and as acceptable to Native Americans.³⁰

Thirty-six Native Americans and the author evaluated Native American literature in Indian Children's Books.³¹ An attempt was made to obtain as many books about American Indians as were available. As early as 1965, the author began the slow process of gathering together materials for evaluation. A book list of over 600 items was sent to Gilliland by the Association on American Indian Affairs. Other books were listed as they were located.

The books were evaluated on the basis of the following questions:³²

- 1) Is it historically accurate? Whether a book is fiction or non-fiction, historical facts must be true, accurate, and unbiased.
- 2) Is it culturally accurate? Do the Indians in the story live and act as Indians of the particular area lived at the time the story takes place? Does it overemphasize one particular aspect of the culture to the point that it gives a false concept of a way of life?
- 3) Will it build the self-concept of the Indian child? If the reader is not an Indian, will it give him a better understanding of the real Indian, and a willingness to accept his Indian neighbors as friends and equals?

After an Indian evaluator finished reading a book, he or she rated

³⁰ Ibid., p. 4.

³¹ Gilliland, op. cit.

³² Gilliland, op. cit., p. 17.

the material in one of five ways.³³

- ** A superior book. Very highly recommended for use with Indian children.
- * Highly recommended. Accurate interpretation of Indian life or culture, interestingly written.

No symbol—No objection to use with Indian children.

- ? Reader questioned use of this book for some reason. Does not mean book as a whole is inferior. It may mean the reader felt it gave false impressions of some phases of Indian culture, Indians were treated in a stereotyped manner, demeaning expressions were used to describe Indians. These books should be checked carefully and if used educators must be sure to correct any misconceptions that children may acquire.

- ?? Very questionable. The Indian evaluator would not want to expose his own children to this book.

Both fiction and nonfiction materials were included. The reading level was also identified and the books were labeled primary, intermediate, junior high, and senior high/adult.

Books on American Indians and Eskimos³⁴ was designed to help librarians, parents and educators make choices from the number of books available on American Indians and Eskimos. Every book included was read by at least two of the seven reviewers. Mary Jo Lass-Woodfin, the editor and also one of the evaluators, is a professor in the School of Education, California State University, Long Beach.³⁵ She directed the American Indian Heritage Project for Teachers, funded by the Ecker Foundation,

³³ Ibid., p. 5.

³⁴ Lass-Woodfin, op. cit.

³⁵ Ibid., p. xiv.

Chicago, at California State University, Long Beach, in 1974-75, and is of mixed Scotch-Irish-German and American Indian background.³⁶

Five of the other reviewers were also faculty members in the School of Education, California State University, Long Beach. The last reviewer was a research associate who worked with minority students at the University of Southern California.

Each review contained the book's strengths and weaknesses in writing, accuracy, format, and gave an overall rating good, adequate, or poor. The ratings can be interpreted as follows:³⁷

Good—Buy; better than average in writing and accuracy of contents.

Adequate—Buy; however, be aware of flaws and/or errors in writing and/or accuracy.

Poor—Think before buying; seriously flawed in writing and/or accuracy of material.

Books were not rated "Poor" because they contained an unpopular point of view, because the reviewer disagreed with the author, or because the material was controversial. Such books were rated "Poor" because they tended to give readers impressions that the viewpoint presented by the author was the only possible viewpoint, that it is not opinion, but fact. They were also rated "Poor" if the writing craftsmanship, organization, and format seemed less than professional, or if they led to conclusions based on selective or biased presentation of facts and events.³⁸

³⁶ Ibid., p. xiv.

³⁷ Ibid., p. vii.

³⁸ Lass-Woodfin, op. cit., p. viii-ix.

American Indian Literature; A Selected Bibliography for Iowa Schools³⁹ was prepared for the Iowa State Board of Public Instruction by Gretchen Mueller Bataille. She is currently an assistant professor of English at Iowa State University, Ames, Iowa. Ms. Bataille was instrumental in developing the American Indian Studies Program in the College of Science and Humanities at Iowa State University. She has taught courses on the images of the American Indian, the Indian and Film, and American Indian literature. As a member of the Iowa Civil Rights Commission and the Indian Education Advisory Committee in the Iowa Department of Public Instruction, Ms. Bataille has met with many of the Indian people of Iowa as well as with educators concerned with teaching more effectively and accurately about American Indians.⁴⁰

Primarily, books were included in the bibliography. A few films on the Native American were suggested along with four annotated bibliographies on visual materials. The bibliography was divided into several sections for teachers, elementary students, junior high students, and senior high students. The major emphasis for the section for elementary students was to provide material which stressed similarities among all children, both common fears and anxieties as well as moments of fun and laughter, while also demonstrating clear cultural differences that make American Indians a unique group in American society.⁴¹

³⁹ Bataille, op. cit.

⁴⁰ Gretchen M. Bataille and David M. Gradwohl, and Charles P. Silet, eds., The World Between Two Rivers: Perspectives on American Indians in Iowa (Ames, Iowa: Iowa State University Press, 1978), p. 125.

⁴¹ Bataille, op. cit., p. 12.

Criteria for inclusion in American Indian Literature; A Selected

Bibliography for Iowa Schools included the following:

- 1) Recommendation by an American Indian organization or publication or evaluation by American Indian people or teachers of American Indian literature.
- 2) Avoidance of stereotypes. Realistically portrayed elements of American Indian life.
- 3) Written by an American Indian or someone sensitive to the Indian culture.
- 4) Represented contemporary Indians or indicated that American Indians are not exclusively people of the past.⁴²

The bibliographies do not always agree with each other on the rating of the books reviewed. This creates a problem when school library media specialists are purchasing material for the school library media center. Usually, when a book is positively reviewed by a majority of sources, it can be assumed that the book of material is reasonably accurate and contains few, if any, major flaws. If a material receives any negative reviews, the school library media specialist should try to obtain a copy and review it. Material needs to be considered carefully for purchase, especially if it will be one of only a few items available for use in the school library media center.

School library media specialists should take time to read some non-fiction works on Native Americans, too. This will familiarize them with the different Indian Nations. It will also aid the school library media specialist in evaluating Native American fiction. The more background a person has in a subject, the more likely s/he can do a better job of recognizing accurate as well as stereotypical works.

⁴² Ibid., p. 4-5.

By using special bibliographies, reading Native American materials and applying specific criteria for selection, school library media specialists can select materials which present an accurate picture of Native American life.

The content analyses and bibliographies indicated that stereotypes of Native Americans are still persisting in children's fiction. This study was an extension of these cited studies. It attempted to find out if presently criticized and stereotypical Native American fiction materials were still to be found in elementary school library media centers in Iowa's AEA 7.

CHAPTER THREE

Methodology

This study used a questionnaire (see Appendix B) to obtain information about Native American fiction books in elementary school library media centers located in AEA 7. The hypothesis tested was: Given a list of books containing both recommended and presently criticized titles, 75 percent of school library media specialists in elementary schools in AEA 7 will indicate that there are more recommended titles than presently criticized titles on Native Americans in their fiction collections.

Sources used to prepare the questionnaire were the annotated bibliographies Native Americans in Selected Children's Media,⁴¹ Indian Children's Books,⁴² Books on American Indians and Eskimos,⁴³ and American Indian Literature; A Selected Bibliography for Iowa Schools.⁴⁴ A separate list from each of the bibliographies containing all fiction books designated for grades four, five, and six was compiled. The lists were then integrated.

To be included on the questionnaire, a recommended book must have appeared in at least two of the four annotated bibliographies. To select

⁴³ Schafstall, op. cit.

⁴⁴ Gilliland, op. cit.

⁴⁵ Lass-Woodfin, op. cit.

⁴⁶ Bataille, op. cit.

those which qualified, all books which appeared on the integrated list only once were eliminated. Reviews of the remaining books were read and compared. Those books on which the reviewers had completely opposing views were also eliminated. Those books which remained and were suitable for grades four, five, and six were included on the questionnaire.

Only two of the four annotated bibliographies, Indian Children's Books and Books on American Indians and Eskimos contained presently criticized books. Because of this, a book in this category needed only to appear in one of these sources. All the reviews in these bibliographies were read. A list of presently criticized books was generated. Again, if reviewers had completely opposing views on a book, it was not included on the list.

Seventeen recommended and fifteen presently criticized books were listed on the questionnaire alphabetically by author. The two categories are uneven because of a counting error in preparing the list. The thirty-two books listed on the questionnaire are listed here under the headings of "Recommended Titles" and "Presently Criticized Titles." The numbers following each bibliographic citation indicate which annotated bibliography the title appeared in.⁴⁷

Presently Criticized Titles

Adams, Audrey. Karankawa Boy. San Antonio, Texas: Naylor, 1965. - 2

Berry, Rotha McClain. Swift Deer--The Navajo. San Antonio, Texas: Naylor, 1953. - 2

⁴⁷ Number code:

- 1 = Gilliland, op. cit.
- 2 = Lass-Woodfin, op. cit.
- 3 = Schafstall, op. cit.
- 4 = Bataille, op. cit.

- Carroll, Ruth and Latrobe. Tough Enough's Indians. New York: Walck, 1960. - 1,2
- Dunn, Marian Herndon. Tenase Brave. Nashville, Tennessee: Aurora, 1971. - 2
- Dwight, Allan. Drums In The Forest. New York: Macmillan, 1970. - 1
- Harrington, M.R. The Iroquois Trail. Rutgers, New Jersey: Rutgers University Press, 1965. - 1
- Holberg, Ruth L. Luke and the Indians. New York: Hastings House, 1969. - 2
- McGraw, Eloise Jarvis. Mocassin Trail. New York: Coward-McCann, 1952. - 1
- Marriot, Alice. The Black Stone Knife. New York: Crowell, 1957. - 2
- Paulsen, Gary. Chance for Escape. New York: Young Reader's Press, 1969. - 1
- Pearson, M.J. Pony of the Sioux. Garden City, New York: Doubleday, 1961. - 2
- Rushmore, Helen. Bigfoot Wallace and the Hickory Nut Battle. New York: Garrard, 1970. - 1
- Skinner, Constance Landers. Becky Landers: Frontier Warrior. New York: Macmillan, 1926. - 2
- Steele, Mary Q. and William O. The Eye In The Forest. New York: Dutton, 1975. - 1
- Wright, Alice. The Seed Is Blown. Chicago: Rand McNally, 1965. - 1

Recommended Titles

- Baker, Betty. Killer-of-Death. New York: Harper, 1963. - 1,2,3,4
- Bannon, Laura. When the Moon is New. Chicago: Whitman, 1953. - 1,3,4
- Barnouw, Victor. Dream of the Blue Heron. New York: Delacorte Press, 1966. - 1,2,4
- Buff, Mary and Conrad. Hah-Nee of the Cliff Dwellers. Boston: Houghton, 1956. - 1,2,3,4
- Chandler, Edna Walker. Indian Paintbrush. Chicago: Whitman, 1975. - 1,2

- Clark, Ann Nolan. Little Navajo Bluebird. New York: Viking, 1943. - 1,2,3
- Clymer, Eleanor. The Spider, the Cave, and the Pottery Bowl. New York: Atheneum, 1971. - 1,2,3,4
- Coatsworth, Elizabeth. The Cave. New York: Viking, 1972. - 1,2,4
- Distad, Audree. Dakota Sons. New York: Harper, 1972. - 1,2
- Fredericksen, Hazel. He Who Runs Far. New York: Young Scott Books, 1970. - 1,2
- Goble, Paul and Dorothy. Lone Bull's Horse Raid. New York: Bradbury Press, 1973. - 1,2,4
- Harris, Christie. Forbidden Frontier. New York: Atheneum, 1968. - 1,3
- Lampman, Evelyn Sibley. Rattlesnake Cave. New York: Atheneum, 1974. - 1,2,3,4
- O'Dell, Scott. Sing Down the Moon. Boston: Houghton, 1970. - 1,2,3
- Peake, Katy. The Indian Heart of Carrie Hodges. New York: Viking, 1972. - 1,2,3
- Sneve, Virginia Driving Hawk. Jimmy Yellow Hawk. New York: Holiday House, 1972. - 1,2,3
- Warren, Mary Phraner. Walk In My Mocassins. Philadelphia: Westminster, 1966. - 1,2,3,4

The other information gathered dealt with curricular units on the Native American and the total number of Native American fiction books available in each school library media center. Specific questions were asked to find out if units of instruction were taught on the Native American, at what grade levels the units were taught, how long the units lasted, what fiction books (if any) were used in the units, and what materials were considered by the media specialists to be the most authentic in their collection.

The questionnaire was sent only to elementary school library media specialists in AEA 7. If a media specialist served more than one center

s/he was instructed to return only one questionnaire for the media center where s/he spent the majority of time during the school day. If the media specialist's time was evenly divided between two schools, s/he had the option of choosing for which school the questionnaire was completed.

The questionnaire was sent by regular United States mail. A cover letter (see Appendix C) was sent along with the questionnaire. It asked for the school library media specialist's cooperation in its completion, and outlined the procedures followed upon completion of the questionnaire.

CHAPTER FOUR

Analysis of Data

The data was gathered through questionnaires sent to the sample population of school library media specialists in AEA 7. A total of thirty-five questionnaires were sent. Twenty-three questionnaires were returned. This was a return rate of 65.7 percent. One was unusable, leaving twenty-two or 62.9 percent.

Table 1

Grade Levels Served by Media Specialists

Grade Level	Number of Schools
K-5	11
K-6	7
4-5	1
5-6	1
K-8	1
K-12	1

Eighteen of the media specialists or 81.8 percent reported that they serve either grade levels kindergarten through five or kindergarten through six. Of the eighteen, eleven or 50 percent serve grade levels kindergarten through five.

The hypothesis to be tested was: Given a list of books containing both recommended and presently criticized titles, 75 percent of school library media specialists in AEA 7 will indicate that there are more recommended titles than presently criticized titles on Native Americans

Table 2
 Number of Positively Reviewed
 And Presently Criticized Books
 In Each School

School Number	Positively Reviewed Books	Presently Criticized Books
1	4	2
2	1	2
3	3	1
4	3	1
5	0	0
6	2	0
7	4	0
8	4	1
9	6	3
10	6	0
11	5	1
12	7	0
13	8	1
14	2	0
15	4	0
16	6	2
17	4	1
18	6	3
19	8	1
20	6	2
21	3	0
22	3	0

in their fiction collections.

Table 2 shows the number of positively reviewed books found in each school library media center compared with the number of presently criticized books found in each school library media center. Twenty (90.9 percent) of the twenty-two school library media specialists had more recommended books than presently criticized ones according to the checklist provided. The hypothesis is accepted.

Altogether, the media specialists indicated holding a total of 115 copies of books on the list of 32. Of these, ninety-four (81.7 percent) were positively reviewed while twenty-one (18.3 percent) were presently criticized.

Table 3 shows the total number of media centers having each title on the questionnaire. Of the positively reviewed or recommended titles, Sing Down the Moon by Scott O'Dell appeared the most times (13). O'Dell is a well respected author in the field of children's literature. Sing Down the Moon was a 1971 Newbery Honor book. The other books appearing in at least ten school library media centers were Little Navajo Bluebird (12), Hah-Nee of the Cliff Dwellers (11), and Jimmy Yellow Hawk (10). All of these titles were positively reviewed and appeared in at least three of the four annotated bibliographies. Of the presently criticized books, Tough Enough's Indians appeared six times while Bigfoot Wallace and the Hickory Nut Battle appeared four times. No review from the time of publication (1954) could be found for Tough Enough's Indians. It is assumed that it was positively reviewed at that time since several media centers did acquire it. One review was found for Bigfoot Wallace and

Table 3

Total Number of Media Centers
Having Each Title on the Questionnaire

Title	Status of Title*	Number of Media Centers	Title	Status of Title*	Number of Media Centers
<u>Karnakawa Boy</u>	-	0	<u>The Iroquois Trail</u>	-	1
<u>Killer-of-Death</u>	+	3	<u>Forbidden Frontier</u>	+	1
<u>When the Moon is New</u>	+	7	<u>Luke and the Indians</u>	-	2
<u>Dream of the Blue Heron</u>	+	0	<u>Rattlesnake Cave</u>	+	2
<u>Swift Deer--The Navajo</u>	-	0	<u>Mocassin Trail</u>	-	3
<u>Hah-Nee of the Cliff Dwellers</u>	+	11	<u>The Black Stone Knife</u>	-	2
<u>Tough Enough's Indians</u>	-	6	<u>Sing Down the Moon</u>	+	13
<u>Indian Paintbrush</u>	+	4	<u>Chance for Escape</u>	-	0
<u>Little Navajo Bluebird</u>	+	12	<u>Indian Heart of Carrie Hodges</u>	+	6
<u>The Spider, The Cave and The Pottery Bowl</u>	+	6	<u>Pony of the Sioux</u>	-	1
<u>The Cave</u>	+	5	<u>Bigfoot Wallace and the Hickory Nut Battle</u>	-	4
<u>Dakota Sons</u>	+	3	<u>Becky Landers: Frontier Warrior</u>	-	0
<u>Tenase Brave</u>	-	0	<u>Jimmy Yellow Hawk</u>	+	10
<u>Drums In The Forest</u>	-	2	<u>The Eye In The Forest</u>	-	0
<u>He Who Runs Far</u>	+	1	<u>Walk In My Mocassins</u>	-	3
<u>Lone Bull's Horse Raid</u>	+	7	<u>The Seed Is Blown</u>	-	0

* + indicates recommended titles; - indicates presently criticized titles

the Hickory Nut Battle (Library Journal, volume 96, May, 1971, p. 1826).

It classified the book as a tall tale. It is described as "average quality." It is highly possible that this book was purchased on the basis of this review.

Of the fifteen presently criticized titles, seven did not appear in any media center and two appeared in only one center each. Only one positively reviewed title (Dream of the Blue Heron, 1966) did not appear in any media center and two titles (He Who Runs Far, 1970, and Forbidden Frontier, 1968) appeared in only one media center each.

Table 4

Presence of Native American Curriculum

Unit(s) Taught	Number of Schools
Yes	18
No	2
Other	2

Eighteen or 81.8 percent of the twenty-two media specialists indicated that special units on the Native American were taught in the curriculum. One media specialist indicated that s/he did not have this information since s/he was new to the media center this past year, while the other media specialist answered "No" but qualified it with the statement that it was "incorporated into units of American History in a year long study in fifth grade." Only two or 9 percent of the media specialists answered that no unit on the Native American was taught in the school curriculum.

Units on the Native American were taught at all grade levels. (See Table 5.) Some schools indicated that units are taught at several grade levels in their schools. Grades three and five were cited the most times, 50 percent and 45.5 percent respectively, as the grade levels where units on the Native American were taught in the curriculum.

Table 5

Grade Levels At Which Native American Units Are Taught

Grade Level	Number of Schools
K	2
1	2
2	5
3	11
4	4
5	10
6	2

The responses on unit length ranged from one day to nine weeks. The table shows the upper limit of the length reported on the

Table 6

Unit Length

Unit Length	Number of Schools
Less than one week	3
1-2 weeks	3
3-4 weeks	10
4-5 weeks	3
More than six weeks	3

questionnaire. For example, if the response was "four to six weeks," the upper limit of six weeks was used in the table. Ten media specialists or 45.5 percent indicated that the average period of time spent on Native American units in their school was three to four weeks.

Question number five asked the media specialists to name three to five titles which they felt represented the most authentic materials on Native Americans in their collection. A total of fifty-five titles, including two filmstrip sets, were suggested.

Books in Print, 1981-1982 was used to obtain bibliographic data and recommended grade levels for the fifty-three print items. The four

Table 7

Books Appearing More Than Once
In Question Five

Title	Number of Appearances
<u>We Are Mesquakie, We Are One</u>	6
<u>Sing Down the Moon</u>	4
<u>Zia</u>	4
<u>Girl Who Loved Wild Horses</u>	3
<u>World of the American Indian</u>	3
<u>Annie and the Old One</u>	2
<u>Courage of Sarah Noble</u>	2
<u>The First Americans</u>	2
<u>Hollering Sun</u>	2
<u>Island of the Blue Dolphins</u>	2
<u>Lone Bull's Horse Raid</u>	2

annotated bibliographies of Gilliland, Lass-Woodfin, Schafstall, and Bataille were searched to see if they had reviewed any of the items. The numbers following each bibliographic citation indicates which

annotated bibliography the title appeared in.⁴⁸ (See Appendix D for the list of materials suggested as "Authentic" by AEA 7 media specialists.)

A total of eleven titles were suggested more than once in question number five concerning authentic materials in the media specialists' collections. We Are Mesquakie, We Are One by Hadley Irwin was mentioned six times. Hadley Irwin is the pen name of Lee Hadley and Annabelle Irwin. They are both native Iowans and teach English at Iowa State University in Ames, Iowa.

Three books by Scott O'Dell, Sing Down the Moon, Zia, and Island of the Blue Dolphins, appeared on the list. All three of these books also appeared in the annotated bibliographies and are recommended. As mentioned earlier, Sing Down the Moon was a 1971 Newbery Honor book. Island of the Blue Dolphins won the Newbery Medal in 1961.

Six of the books appearing on the Native American questionnaire were suggested by the media specialists as being "authentic." All of these books were listed in at least two of the annotated bibliographies and were recommended by these sources.

⁴⁸ Number code:
1=Gilliland, op. cit.
2=Lass-Woodfin, op. cit.
3=Schafstall, op. cit.
4=Bataille, op. cit.

CHAPTER FIVE

Summary and Conclusions

This study proposed to investigate the kinds of Native American materials which were found in elementary school library media centers located in Iowa's AEA 7. The data were analyzed from questionnaires sent to school library media specialists in AEA 7. The hypothesis to be tested was: Given a list of books containing both recommended and presently criticized titles, 75 percent of school library media specialists in AEA 7 will indicate that there are more recommended titles than presently criticized titles on Native Americans in their fiction collections. Twenty (90.9 percent) of the twenty-two school library media specialists had more recommended books than presently criticized ones. On this basis, the hypothesis was accepted. While the number of presently criticized titles in this study was limited to fifteen, others do exist and may well have appeared on the shelves of the media centers surveyed. Additional recommended titles may also have appeared since the seventeen in the questionnaire were limited by their appearance in two of the four annotated bibliographies in the study.

Several titles on the questionnaire appeared in more than one media center. Sing Down the Moon by Scott O'Dell appeared thirteen times, Little Navajo Bluebird by Ann Nolan Clark appeared eleven times, and Jimmy Yellow Hawk by Virginia Driving Hawk Sneve appeared ten times. These were all positively recommended books. The presently criticized books which appeared the most were Tough Enough's Indians which appeared six times and Bigfoot Wallace and the Hickory Nut Battle which appeared

four times. Since the concern with multicultural/multiethnic education has only been present for a few years, these presently criticized books were probably not seen as being stereotypical in nature at the time of their publication. School library media specialists, however, should take time to reevaluate their collections based on the current needs for multicultural/multiethnic education.

Eighteen of the schools in the study population have incorporated units on the Native American into the curriculum. These units last an average of three to four weeks. This could be a reflection of an attempt by schools to comply with the Multicultural Nonsexist Guidelines for Iowa Schools. But without knowing when the units were first incorporated into the curriculum, this cannot be verified. The study also showed that there are a variety of materials being used in the school library media centers as reflected by the great number of items listed by the media specialists as "authentic." Of these items, We Are Mesquakie, We Are One by Hadley Irwin was mentioned the most times (six). One possible reason this book may have appeared on the list is because of its local emphasis. The Mesquakie or Fox Indians live on a settlement near Tama, Iowa, so there is interest in this group of Native Americans.

School Library Journal (volume 27, no. 5, January, 1981, p. 1124) reviewed We Are Mesquakie, We Are One. The review was mixed, consisting mostly of a synopsis with few evaluative comments. At one point, however, the reviewer did say, "The prose is patterned and a bit remote, but the historical predicament of the people . . . gives the book impact." The school library media specialist might have difficulty making a purchase decision based on this one review. However, because

there are so few books on this subject, and because of the local emphasis, a media specialist in an Iowa school would be more likely to purchase this book for his/her collection than someone in another state.

Six of the books which appeared on the Native American questionnaire were cited as "authentic" by the school library media specialists. It is possible that the media specialists were influenced because the books appeared on the questionnaire. However, since all of these books were positively reviewed, it is also possible that as professionals the school library media specialists selected these books because of their actual authenticity regarding the American Indian.

Some of the newer media centers may not have had some of the titles on the questionnaire because they were published before the media center came into existence or were not available from the particular wholesalers the school ordered from. These titles, however, were readily available to the authors/editors of the annotated bibliographies, so it is assumed they may also have been available to schools for purchase.

Recommendations

The media specialists, as professionals in the library field, have been taught the complex skills of selecting appropriate materials to support curriculum goals. The media specialists rely on reviews and bibliographies to aid them in this process. However, periodically the media specialist must examine his/her collection to determine if materials are either out of date or reflect facts or opinions which are no longer valid or are stereotypical. The media specialists reading this paper may want to take another look at their collections and reevaluate

the materials which are being used for the teaching of Native American units. It is possible that this is already being done and may account for the absence of the materials listed on the questionnaire in the media centers. In reevaluating materials the annotated bibliographies used in this study are good sources with which to begin.

The findings of this study cannot be used to draw conclusions for other media centers in the state. This study could be replicated, however, to find out what the situation is like in other AEA's in Iowa. A comparison study could also be conducted to see if there is a difference between the type of materials on the Native American which are available in media centers where there is no school library media specialist working full or part-time and the school library media centers which employ a professional.

It is hoped that this study will be used by school library media specialists in AEA 7 as an aid in their reevaluation process and to make them more aware of some of the existing problems in their centers.*

* A copy of this research paper will be sent to the Division of Research and Development, Waterloo Community Schools and Area Education Agency Seven, Cedar Falls, Iowa.

APPENDIX A

Public School Districts in Area Education Agency Seven

1. Allison-Bristow Community Schools
- * 2. Aplington Community Schools
- * 3. Cedar Falls Community Schools
- * 4. Clarksville Community Schools
5. Denver Community Schools
- * 6. Dike Community Schools
7. Dunkerton Community Schools
8. Dysart-Geneseo Community Schools
9. East Buchanan Community Schools
- *10. Grundy Center Community Schools
- *11. Hudson Community Schools
- *12. Independence Community Schools
- *13. Janesville Community Schools
- *14. Jesup Community Schools
- *15. LaPorte City Community Schools
16. Nashua Community Schools
- *17. New Hartford Community Schools
- *18. North Tama Community Schools
19. Parkersburg Community Schools
- *20. Plainfield Community Schools
- *21. Reinbeck Community Schools
22. Sumner Community Schools
23. Tripoli Community Schools

* Schools with school library media specialists at the elementary level.

- *24. Wapsie Valley Community Schools
- *25. Waterloo Community Schools
- *26. Waverly-Shellrock Community Schools

* Schools with school library media specialists at the elementary level.

APPENDIX B

NATIVE AMERICAN QUESTIONNAIRE

Please indicate what grade levels your school library media center serves:

☐ K-5 ☐ K-6 ☐ K-8 ☐ K-12 ☐ Other?

- A. 1. Is a unit(s) on the Native American taught in the curriculum?

☐ Yes ☐ No

2. If Yes, at what grade levels is it taught?

3. How long does the unit(s) last?

4. Are fiction books on the Native American used in the unit?

☐ Yes ☐ No

5. Please cite 3-5 titles which you feel represent the most authentic materials you have in the collection on the Native American.

- B. 1. Please count the number of subject heading cards in the card catalog using the subject heading "Indians of North America — Fiction" (or similiar subject headings) and indicate how many fiction books are found under this subject heading.

PLEASE GO ON TO NEXT PAGE

C. Please place a checkmark next to those titles which are found in the school library media center you serve:

- ☐ 1. Adams, Audrey. Karankawa Boy.
- ☐ 2. Baker, Betty. Killer-of-Death.
- ☐ 3. Bannon, Laura. When the Moon is New.
- ☐ 4. Barnouw, Victor. Dream of the Blue Heron.
- ☐ 5. Berry, Rotha McClain. Swift Deer — The Navajo.
- ☐ 6. Buff, Mary and Conrad. Hah-Nee of the Cliff Dwellers.
- ☐ 7. Carroll, Ruth and Latrobe. Tough Enough's Indians.
- ☐ 8. Chandler, Edna Walker. Indian Paintbrush.
- ☐ 9. Clark, Ann Nolan. Little Navajo Bluebird.
- ☐ 10. Clymer, Eleanor. The Spider, The Cave and The Pottery Bowl.
- ☐ 11. Coatsworth, Elizabeth J. The Cave.
- ☐ 12. Distad, Audree. Dakota Sons.
- ☐ 13. Dunn, Marian Herndon. Tenase Brave.
- ☐ 14. Dwight, Allan. Drums in the Forest.
- ☐ 15. Fredericksen, Hazel. He Who Runs Far.
- ☐ 16. Goble, Paul and Dorothy. Lone Bull's Horse Raid.
- ☐ 17. Harrington, M.R. The Iroquois Trail.
- ☐ 18. Harris, Christie. Forbidden Frontier.
- ☐ 19. Holberg, Ruth L. Luke and the Indians.
- ☐ 20. Lampman, Evelyn Sibley. Rattlesnake Cave.
- ☐ 21. McGraw, Eloise Jarvis. Moccasin Trail.
- ☐ 22. Marriot, Alice. The Black Stone Knife.
- ☐ 23. O'Dell, Scott. Sing Down the Moon.
- ☐ 24. Paulsen, Gary. Chance for Escape.
- ☐ 25. Peake, Katy. The Indian Heart of Carrie Hodges.
- ☐ 26. Pearson, M.J. Pony of the Sioux.
- ☐ 27. Rushmore, Helen. Bigfoot Wallace and the Hickory Nut Battle.
- ☐ 28. Skinner, Constance Landers. Becky Landers: Frontier Warrior.
- ☐ 29. Sneve, Virginia Driving Hawk. Jimmy Yellow Hawk.
- ☐ 30. Steele, Mary Q. and William O. The Eye in the Forest.
- ☐ 31. Warren, Mary Phraner. Walk In My Moccasins.
- ☐ 32. Wright, Alice. The Seed Is Blown.



UNIVERSITY OF NORTHERN IOWA · Cedar Falls, Iowa 50613

Department of Library Science
AREA 319 273-2050

The attached questionnaire is part of some research work for the completion of my masters degree at the University of Northern Iowa. Its purpose is to determine the current status of Native American fiction materials in elementary schools. Your cooperation as professionals in the library field in completing the questionnaire is sincerely appreciated.

Please complete all parts of the questionnaire. Do not place your name or school on any portion of the questionnaire or on the return envelope. The responses will remain anonymous. A stamped, self-addressed envelope is provided for your convenience.

If you serve multiple buildings, report for the media center where you spend the majority of your time. If your time is evenly divided between buildings, return the questionnaire for whichever building you prefer, but only fill out the questionnaire for one building.

Deadline for returning the questionnaire is May 15, 1982.

Thank you for your cooperation.

Sincerely,

Karma J. Anderson

APPENDIX D

Materials Suggested As "Authentic" by AEA 7 Media Specialists:

K-3

- Batherman, Muriel. Before Columbus. Houghton, 1981.
- Baylor, Byrd. Way To Start A Day. Scribner, 1978.
- Behrens, June and Pauline Brower. Algonquin Indians At Summer Camp (Living Heritage Series). Children's Press, 1977.
- Benchley, Nathaniel. Small Wolf (I Can Read History Books). Harper, 1972. - 1,2
- Carew, Jan. Children of the Sun. Little, 1980.
- Goble, Paul. Girl Who Loved Wild Horses. Bradbury Press, 1978.
- Goble, Paul and Dorothy. The Friendly Wolf. Bradbury Press, 1975.
- Gorsline, Marie and Douglas. North American Indians (Picturebacks Series). Random, 1978.
- McDermott, Gerald. Arrow To The Sun: A Pueblo Indian Tale. Viking, 1974. - 1,2,3,4
- Miles, Miska. Annie and the Old One. Atlantic Monthly Press, 1971. - 1,2,3,4
- Watson, Jane W. The First Americans: Tribes of North America (An I Am Reading Book). Pantheon, 1980.

4-6

- *Baker, Betty. Killer-of-Death. Harper, 1963. - 1,2,3,4
- Baylor, Byrd. Hawk, I'm Your Brother. Scribner, 1976.
- Beatty, Patricia. Wait For Me, Watch For Me, Eula Bee. Morrow, 1978.
- Bulla, Clyde R. and Michael Syson. Conquista. Crowell, 1978.
- *Clymer, Eleanor. The Spider, The Cave, and The Pottery Bowl. Atheneum, 1971. - 1,2,3

* Books appearing on the Native American questionnaire

- Clover, Anne. Bread-and-Butter-Indian. Avon, 1972. - 1
- Coatsworth, Elizabeth. Sword of the Wilderness. Macmillan, 1967. - 3
- *Dalgliesh, Alice. Courage of Sarah Noble. Scribner, 1954. - 1,3,4
- Distad, Audree. Dakota Sons. Harper, 1972. - 1,2,3,
- Fife, Dale. Ride the Crooked Wind. Coward-McCann, 1973. - 1
- Forrester, James and Douglas M. Gray. Indians of the Plains (Man In His World Series). Bobbs-Merrill, n.d.
- Fronval, George and Daniel Dubois. Indian Signs and Signals. Sterling, 1978.
- *Goble, Paul and Dorothy. Lone Bull's Horse Raid. Bradbury Press, 1973. - 1,2,3,4
- Grant, Bruce. American Indians Yesterday and Today. Dutton, 1960. - 1
- Griese, Arnold. The Way of Our People. Harper, 1972. - 1,2,3,4
- Hays, Wilma P. Easter Fires. Coward-McCann, 1959. - 1
- Irwin, Hadley. We Are Mesquakie, We Are One. Feminist Press, 1980.
- Keeler, Katherine. Little Fox. Macmillan, 1967. - 1
- Lavine, Sigmund A. Houses the Indians Built. Dodd, 1975. - 1,2
- McLuhan, T.C. Touch the Earth: A self Portrait of Indian Existence. Simon and Schuster, 1976. - 1,2
- National Geographic Society, ed. World of the American Indian. National Geographic Society, 1974. - 1
- O'Dell, Scott. Island of the Blue Dolphins. Houghton, 1960. - 1,2,3
- *O'Dell, Scott. Sing Down the Moon. Houghton, 1970. - 1,2,3
- O'Dell, Scott. Zia. Houghton, 1976. - 1,2,3
- *Peake, Katy. The Indian Heart of Carrie Hodges. Viking, 1972. - 1,2,3
- Richter, Conrad. A Country of Strangers. Knopf, 1966. - 1,2,4
- Russell, Solveig Paulsen. Navajo Land. Melmont Publishers, 1961. - 1,2,3

* Books appearing on the Native American questionnaire

Schmitt, Martin F. and Dee Brown. Fighting Indians of the West.
Scribner, 1948. - 1

Steele, William O. Flaming Arrows. Harcourt, 1957.

Steele, William O. The Man With the Silver Eyes. Harcourt, 1976. - 2,3

Steele, William O. The Year of the Bloody Sevens. Harcourt, 1963.

Strete, Craig Kee. When Grandfather Journeys Into Winter. Greenwillow,
1979.

Stuart, Gene S. Three Little Indians (Books for Young Explorers Series).
National Geographic Society, 1974. - 1,2,3

Wolfson, E. American Indian Tools and Ornaments. McKay, 1981.

Wood, Nancy. Hollering Sun. Simon and Schuster, 1972. - 1,2,3,4

Wood, Nancy. War Cry on a Prayer Feather. Prose and Poetry of the Ute
Indians. Doubleday, 1979. (reading level grade nine and up)

Books With No Grade Designation and/or Incomplete Bibliographic Data:

The American Indian, vols. 1,2.

The American Indian in America, vols. 11,12.

Black Hawk, Indian Warrior.

Brave Eagle.

Irwin and Reida. The Moon of the Red Strawberry.

Ziebinski, John. Mesquakie and Proud of It.

Non-print Materials:

Gallery of Great Americans Series: Indians of North America (six film-
strips). Creative Education.

Indians of North America (five filmstrips). National Geographic Society,
1973.

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- Bartlett, Larry, ed. School Laws of Iowa (compiled from the Code of Iowa and Acts of the General Assembly). Des Moines: State of Iowa, 1978.
- Bataille, Gretchen Mueller. American Indian Literature; A Selected Bibliography for Iowa Schools. Des Moines: Department of Public Instruction, 1978.
- Bekkedal, Tekla K. "Content Analysis of Children's Books." Library Trends, 22:109-126, October, 1973.
- Byler, Mary Gloyne. "The Image of American Indians Projected by Non-Indian Writers." Library Journal, 99:546-549, February 15, 1974.
- Cooper, James Fenimore. Last of the Mohicans; A Narrative of 1757. Cleveland: World Publishing, 1957.
- Garwin, Elaine. "An Analysis of the Treatment of the American Indian in Juvenile Literature." MA thesis, University of Chicago, 1961.
- Gilliland, Hap. Indian Children's Books. Billings, Montana: Montana Council for Indian Education, 1980.
- Harris, Helen L. "On the Failure of Indian Education." The Clearing House, 47:242-247, December, 1973.
- Hash, Virginia, ed. Readings in Human Relations: Awareness and Application. Lexington, Massachusetts: Ginn, 1980.
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